

4 month reporting date 6/3/06  
8 month reporting date 10/3/06 receive 11/2/06  
12 month completion date 2/3/07 received 1/16/07  
Closed 1/17/07

## Polo School District Improvement Plan/Progress Report Form

### Principle : 3 - Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04 Evaluation procedures**

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP.

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

Through interview and a review of student records, functional assessment was not available for two of three files reviewed. Consent was acquired to conduct academic testing as part of one student's reevaluation; however, tests were not administered in this area.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation or reevaluation procedures meet requirements.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Students will be evaluated in all areas of suspected disability including functional assessment.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

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<p>1. What will the district do to improve?</p> <p>The district will communicate with evaluators to confirm which evaluations a student will be given. Those evaluations will be listed on a prior notice/consent form for the parents to sign.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review the files of all students who have been initially evaluated or reevaluated during the 4 month reporting period and submit to SEP the total number of evaluations conducted and the number of those in which all evaluations on the prior notice/consent were administered.</p> <p>In the event there is not an initial or reevaluation within one year, the district ensures all evaluations on the prior notice /consent will be administered.</p>	<p><b>February 3, 2007</b></p>	<p>Special Education Director</p>	<p>(completed by SEP)</p> <p><b>Met 1/16/07 RC</b></p>
<p>Please explain the data (4 month) <i>No students were initially evaluated or reevaluated during this time period.</i>  <b>Functional assessment documentation was received for one of the two students.</b></p>			
<p>Please explain the data (8 month)          No students were initially evaluated or reevaluated during this time period</p>			
<p>Please explain the data (12 month)  <b>There has not been an initial evaluation or a reevaluation during the past year. Polo School District ensures that during any future evaluation process the district will administer all evaluations on the prior notice/consent.</b></p>			

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<p>2. What will the district do to improve?</p> <p>Functional assessment will be conducted for 100% of students who are evaluated initially and as part of a student's reevaluation.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of student files who have been initially evaluated or reevaluated during the 4 month reporting period and submit to SEP the total number of evaluations conducted and the number of those that contained functional assessment.</p> <p>In the event there is not an initial or reevaluation within one year, the district ensures functional assessment will be part of the evaluation process.</p>	<p><b>February 3, 2007</b></p>	<p>Special Education Director</p>	<p><b>Met 1/16/07 RC</b></p>
<p>Please explain the data (4 month)  <i>No students were initially evaluated or reevaluated during this time period</i></p>			
<p>Please explain the data (8 month)  <i>No students were initially evaluated or reevaluated during this time period</i></p>			
<p>Please explain the data (12 month)  <b>There has not been an initial evaluation or a reevaluation during the past year. Polo School District ensures that during any future evaluation process functional assessment will be part of the process.</b></p>			
<p><b>Principle: 5 – Individual Education Program</b></p>			

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program**

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance.

**ARSD 24:05:25:04 Evaluation procedures**

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP.

**ARSD 24:05:27:13.02. Transition services.** Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through a review of students files the following issues were noted:

Student #1- The present levels of performance did not contain the strengths and needs in the area of transition. This student graduated and the IEP only contained a justification statement indicating no services were needed. Math appeared to be the area of disability however, there were no strength and weaknesses documented in the present levels of performance from which to develop an appropriate program.

Student #2- Reevaluation for this student occurred in September 2005. There was no evidence of functional assessment. A transition checklist was completed at the time of the reevaluation. The information from the checklist was not summarized into a written report for parents nor were transition strength and needs developed and included in the present levels of performance. A goal was developed to explore three Vo-Tech schools. The service plan did not recommend any services. This student was eligible for special education service under the areas of written expression and reading. Generic information was available in the present levels of performance for written expression, for example, "has difficulty with spelling and capitalization rules." There was no strength, weakness or goal in the area of reading. The main concern regarding this student is that the present levels of performance were not updated following the September 2005 evaluation. Parent and teacher input that was omitted in the 2004 IEP was added to the 2005 IEP. All remaining content was outdated and inaccurate information that duplicated the present level information of the 2004 IEP.

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present levels of performance will reflect information gather through the evaluation process and be reported as strengths and needs including transition based upon skill areas affected by the disability.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
<p>1. What will the district do to improve?</p> <p>The present levels of performance in all students IEP will consistently contain the strength and needs in all skills area affected by the disability as well as their progress/involvement in the general curriculum and parent input.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the IEPs written during the 4 month reporting period and report to SEP the total number of IEPs reviewed and the number that contained strength and needs in all skills area affected by the disability as well as their progress/involvement in the general curriculum and parent input.</p>	<b>February 3, 2007</b>	Special Education Director	<p>(completed by SEP)</p> <p><b>Met</b></p> <p><b>7/6/06</b></p> <p><b>RC</b></p>
Please explain the data (4 month) <i>One IEP was written in May 2006. It contains strengths and needs in all skill areas affected by the disability as well as progress in the alternate curriculum and parent input.</i>			
Please explain the data (8 month)			

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Please explain the data (12 month)			
<p>2. What will the district do to improve?</p> <p>All district staff responsible for developing transition services in student IEP will receive training from the transition project liaison staff on the process of how to incorporate transition services into students IEP.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will report to SEP the date of training and who participated. The district will review 100% of the IEPs written for students age 16 or older and report the number of IEPs reviewed and the number which appropriately documented transition in the PLOPs, service plan and goals.</p>	<p><b>May 31, 2006</b></p>	<p>Special Education Director</p>	<p><b>Met 1/16/07 RC</b></p>
Please explain the data (4 month) <i>Students age 16 or older are contracted to a neighboring school district. Polo school will contact the school district to see if they have had training.</i>			
<p>Please explain the data (8 month)</p> <p>Sheron Wieseler(Polo), Chad Spicer (Faulkton), and Jennifer Knecht (Faulkton) attended the Transition Training with Dr. Ed O'Leary in Aberdeen on Thursday, October 26.</p>			
<p>Please explain the data (12 month)</p> <p><b>100 % of the IEPs (1 of 1) written for students age 16 or older were reviewed and good effort was made to appropriately document transition in the PLOPs, service plan, and goals.</b></p>			

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<p>3. What will the district do to improve?</p> <p>The file of student number #2 will be reviewed and updated at the time of their next IEP meeting to correct all issues identified in the report.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will submit a copy of this student 2006 IEP to SEP.</p>	<p>On or before the IEP date of 10-31-06</p>	<p>Special Education Director</p>	<p><b>Met</b> <b>1/16/07</b> <b>RC</b></p>
<p>Please explain the data (4 month) <i>This student's IEP has not been held</i></p>			
<p>Please explain the data (8 month) <i>A copy of the IEP will be sent</i></p>			
<p>Please explain the data (12 month) <b>A copy of the student's IEP is being sent.</b></p>			
<p>4. What will the district do to improve?</p> <p>All staff providing special education services to district students will receive training on present levels of performance content and how they link to functional assessment.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will submit to SEP a list of staff who participated in the in-service and the date training was provided.</p>	<p>October 1, 2006</p>	<p>Special Education Staff</p>	<p><b>Met</b> <b>1/16/07</b> <b>RC</b></p>
<p>Please explain the data (4 month) <i>Students age 16 or older are contracted to a neighboring school district. Polo School will contact the school district to see if they have had training.</i></p>			
<p>Please explain the data (8 month) <i>Training has not been held.</i></p>			
<p>Please explain the data (12 month) <b>In-service training on present levels of performance content and how they link to functional assessment was provided by Donna Huber on January 16, 2007. Sharon Wieseler, Special Education Director attended.</b></p>			

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